

EVEN START

GRANT APPLICATION - FORM A

Agency/Program Name		U.S. Congressional District (circle one) 1 2 3 4 5	
Address	City	Zip Code	
Fiscal Agent Federal Tax Identification Number (FTIN) Fiscal Agent Name:	Amount of Federal Grant Funds Requested	Amount of Local Share Provided	
<div style="display: flex; justify-content: space-between;"> <div> Application for: <input type="checkbox"/> New Grant <input type="checkbox"/> Continuation Grant </div> <div> Check One: <input type="checkbox"/> Requested for Years 1-4 <input type="checkbox"/> Requested for Years 5-8 and beyond <div style="text-align: right;">Year 9 +</div> </div> </div>			
Total Grant (Fed + Local)		Estimated Number to be Served	
Contact Person		Title	
Telephone Number	FAX Number	E-Mail	
Project Title (if applicable)	Geographic Area Served (Counties or AEA)	School District Number	
Brief Description of Proposed Project & Partners (This description will be used to portray the project on the Department web pages. Please do not exceed this space.)			
To the best of my knowledge, all data in this application are true and correct. The document has been duly authorized by the governing body of the applicant, and the applicant will comply with the attached assurances if the project is selected for funding.			
Name of Head Administrator	Title	Telephone	

Signature	Date
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STATEMENT OF PROGRAM ASSURANCES – FORM P

Directions: This form is to be signed by the applicant agency and all significant partner agencies entering into direct collaboration on the project. Use an additional copy of the Assurances Form if the number of partners exceeds the space provided below.

The applicant partners agree:

1. To conduct activities described herein in accordance with applicable state and federal statutes and regulations, including those concerning non-discrimination, prohibitions against lobbying, suspension, and disbarment, the provision of a gun-free, drug-free and smoke-free work place, and access for persons with disabilities.
2. To use grant funds to supplement and, to the extent possible, increase the level of funds that would have been made available for the purposes described in the Request for Proposals. Grant funds will not be used to supplant services currently provided using state or federal funds.
3. To notify the Department of Education within 10 days of changes in management staff and/or contact person.
4. To participate in the local and state evaluation of the project's effectiveness as determined by the Department of Education.
5. To apply for national program accreditation during the second year of operation of the project, if operating a center-based early childhood component.
6. To cooperate in the dissemination of project results through willingness to serve in a consultation/mentoring role with other communities seeking assistance in providing similar services.
7. To keep such records and provide such information to the Department of Education as reasonably may be required for fiscal audit and program evaluation.
8. To make all requests for budget revisions in writing.
9. That all materials produced will include the following statement: (This project) is supported in part by a grant from federal and/or state funds administered by the Iowa Department of Education.
10. To comply with any/all expectations specifically identified and/or described in this Request for Proposals.

Partner A – Agency/Program Name:
Telephone:
Signature of Head Administrator:
Title:
Date:

Partner B – Agency/Program Name:
Telephone:
Signature of Head Administrator:
Title:
Date:

Partner C – Agency/Program Name:
Telephone:
Signature of Head Administrator:
Title:
Date:

Partner D – Agency/Program Name:
Telephone:

Signature of Head Administrator:
Title:
Date:

EVEN START BUDGET SUMMARY FORM – FORM B.1. 2003-2004

Applicant: _____ **Grant Year:** 1-4 _____ 5-8 _____ 9+ _____

Fiscal Agent: _____

The partner organization/s should be identified on this budget form. In-kind contribution may be cash or in-kind that is fairly evaluated and may be obtained from any source, included Federal sources other than Even Start.

100	Salaries	# of Staff	Federal Grant Amount	In Kind Amount	In Kind Descriptor
	Professional				
	Full Time				
	Part Time				
	Total				
	Other Personnel				
	Full Time				
	Part Time				
	Total				
	Employee Benefits				
	Total				
200	Staff Travel				
	Staff Training				
	Total				
300	Purchased Services				
400	Supplies				
500	Capital Outlay				
600	Other Expenses				
	Evaluation (Specify)				
Federal Grant Total:				In Kind Total:	

Program Total **Budget-Federal plus In-Kind:** _____

EVEN START FAMILY LITERACY PROGRAM REQUEST FOR PROPOSALS

OVERVIEW

A. INTRODUCTION

1. Overview of the Even Start Family Literacy Program

The Iowa Department of Education, Division of Early Childhood, Elementary and Secondary Education, Bureau of Instructional Services, is issuing a Request for Proposals (RFP) to fund up to **three** Even Start programs in local communities via partnerships among local schools and community agencies. Even Start is a program of the US Department of Education administered through the Iowa Department of Education. The Even Start program was amended by the Literacy Involves Families Together Act (LIFT), as enacted by P.L.106-554, The Consolidated Appropriations Act, 2001. It is authorized under Title I, Part B, Subpart 3- as the William F. Goodling Even Start Family Literacy Program.

The Even Start Family Literacy Program is intended to help break the cycle of poverty and illiteracy and improve the educational opportunity of low income families by integrating early childhood education, adult literacy or adult basic education, and parenting education. The Federal law requires Even Start programs to:

- be implemented through cooperative projects that build on existing high quality community resources to create a new range of services;
- promote academic achievement of children and adults;
- assist children and adults from low-income families to achieve challenging state content standards and challenging state student performance standards; and
- use instructional programs based on scientifically based reading research and the prevention of reading difficulties for children and adults, to the extent such research is available.

Even Start programs will be expected to operate in congruence with widely recognized definitions of best practice for early childhood, adult, and parenting education. Even Start provides one more opportunity for communities to craft family-centered programs designed to ensure family literacy services and the success of all of the community's children in their schooling.

2. Eligible Applicants for Even Start Programs

Eligible applicants reflect PARTNERSHIPS comprised of **BOTH** local education agencies, AND one or more community-based organizations, public agencies, institutions of higher education, or other non-profit organizations or community-based organizations or other non-profit organizations of demonstrated high quality. Examples of possible partners with local education agencies include Head Start, libraries, literacy councils, non-profit early care and education programs, etc. The Even Start law does not specify which of the partners is to serve as the fiscal agent. In communities having a local Head Start program, the partnership must include Head Start as one of the service providers.

3. Eligible Participants in Even Start Programs

Eligible participants in Even Start programs are parents eligible for participation in an adult education program under the Adult Education Act and their child(ren) from birth through age 7. To be eligible, at least one parent and one or more eligible children must participate together in all components of the Even Start project. Parenting teens under age 16, who are attending secondary school, are also eligible to participate with their children so long as the school district provides the basic education component for the teen parent. Once a family's eligibility is established and that family is participating in the program as required, all members of the family may continue to participate until all the eligible family members are ineligible (i.e., no members of the family are eligible for adult education and all children have reached 8 years of age).

4. Funding Availability, Matching Requirements, and Limitations

It is estimated that two to three additional projects may be selected via this RFP, depending on the availability of Federal funds. The Iowa federal allocation has been reduced for the past two years. Consequently, funding for this grant will depend upon future state allocations. Grants will be awarded for a period from July 1, 2003 to June 30, 2007, with continuation applications required on an annual basis. Applicants who are current grantees must demonstrate success in meeting project objectives and operate in accordance with the law and regulations.

In the initial year the local match can be no less than 10 percent of the total budget. This share increases each year until Year 4 when the local share can be no less than 40 percent. The local share may be provided in cash or in-kind fairly evaluated and documented. If a grantee is successful in the application for a second grant period of four years (years 5 through 8), the local share must be 50% of the total budget. In any subsequent years the local share must be 65% of the total budget. The federal share will not typically fall below \$75,000 in any year.

The local share may come from any other local, state, or federal source. For example, services received by children age birth through age 7 from federally funded programs such as Head Start, Title 1, or programs for children with disabilities may be costed out and included as part of the local share. The fiscal agent must be identified in the proposal.

Federal Even Start funds may not be used to support indirect costs of Even Start programs.

Grant Awards Years 1-4

Each Even Start project is intended to operate a comprehensive high quality program serving a substantial population, therefore the application for the initial year of Federal funding levels may fall in the \$100,000 to \$150,000 range. In low population or rural areas, proposals may be prepared by a consortium of school districts, including area education agencies, and partner organizations. The law does permit one grant award to fall below \$75,000 for the Federal share in any year. Typically, grants serve from 20 to 30 families.

Grant Award Years 5-8

Currently funded projects are eligible to apply for additional four-year funding period in competition with new applicants. Previously funded projects which are awarded subsequent funding periods are

required to provide a local match of no less than 50 percent each year in a second four-year funding period (fifth, sixth, seventh and eighth years).

Grant Awards Years 9 and Beyond

In a third four-year period (years 9 and beyond) the federal share shall be no less than 35 percent each year. Existing programs may apply to expand and serve additional families where there is a need for high quality family literacy services

5. Time Lines

a. Closing Date. The closing date for receipt of applications is June 3, 2003. Applications will be considered to have met the deadline if they are either:

- 1) Received in the mail or hand-delivered at the 3rd Floor, Department of Education by 4:30 p.m. on or before June 3, 2003 **OR**
- 2) Postmarked by the U.S. Postal Service on or before June 3, 2003; **AND,**
- 3) The application as submitted contains all information and supporting documentation described in this RFP.

FAX applications will **not** be accepted. Electronic transmission will **not** be accepted. In the event these conditions are not met, the Department of Education will notify applicants that their applications will not be considered in this review.

An original plus three (3) additional copies must be submitted.

b. Notification of Proposal Acceptance or Rejection. Successful applicants will be notified in June 2003. Applicants whose proposals are not recommended for funding will receive written notification with comments. Applicants whose proposals have been rejected shall have the right to appeal.

Any applicant may appeal the denial of a properly submitted program grant application to the Director of the Iowa Department of Education within ten (10) working days upon the receipt of a notification of denial.

The appeal must be based on the grounds that the process was conducted outside of statutory authority, violated state or federal law, policy, or rule, did not provide adequate public notice, was altered without adequate public notice, or involved conflict of interest by staff or committee members.

6. Definitions

a. *Partnership* means a collaborative relationship established by two or more agencies to address common goals and issues which lie beyond a single agency's exclusive purview, but which concerns them all. Partners agree to pool resources, jointly plan, implement, and evaluate new services and procedures, and delegate individual responsibility for the outcomes of their joint efforts.

- b. ***Continuity of services*** means that, to the maximum extent possible, services for children are provided using a program format and a staffing pattern, which integrates aspects of high quality care and education.
- c. ***Developmentally appropriate*** shall mean that the learning environment and teaching strategies are based on accepted theories and research about the growth and development of young children. Programs for adults take into account the learning styles of adults.
- d. ***Family literacy services*** shall mean services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family (such as eliminating or reducing welfare dependency) and that integrate all of the following activities:
 - 1) Interactive literacy activities between parents and their children.
 - 2) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
 - 3) Parent literacy training, including training that leads to economic self-sufficiency.
 - 4) An age-appropriate education to prepare children for success in school and life experiences.
- e. ***In-kind contributions*** shall mean those local resources contributed to the operation of the project by the applicant agency or a collaborating partner in the effort. In-kind contributions may support any aspect of the project and generally include such resources as labor, materials, volunteer time, rent, etc. Indirect costs (which can not be supported with Even Start resources) may be counted as in-kind contributions. In-kind contributions may come from any local, state, or federal source.

f. Scientifically Based Reading Research

Scientifically based reading research is research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. This includes research that:

- 1. Employs systematic, empirical methods that draw on observation or experiment;
- 2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- 3. Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- 4. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

B. SELECTION PROCESS

1. Review Process

- a. Upon receipt of a proposal, agency staff will inventory the proposal for:
 - 1) Number of copies - an original plus three copies (3) for a total of four (4) documents required;
 - 2) Required attachments and forms completed;
 - 3) Signatures (Unsigned applications are considered to be incomplete.)

Late and/or incomplete proposals have no recourse and will not be considered.

- b. Proposals requesting funds beyond the specified budget range will be considered non-responsive to the Request for Proposals and will not be considered.
- c. Awards will be made based upon criteria and scoring stated in this RFP.
- d. All eligible applications will be reviewed and rated by an external expert review panel comprised of at least one early childhood, one adult education professional and one individual with expertise in family literacy programs.
- e. The final decision on recommending grant awards rests with the Iowa Department of Education.
- f. The Iowa Department of Education reserves the right not to award any grants.

2. Scoring

- a. Proposals will be scored on a total point system of 100 points.
- b. Proposals will be rated by a review panel according to criteria specified in the application requirements based upon Section 1238 of the Even Start statute.

3. Priorities

Projects, which clearly portray Federal and State priorities, will receive higher rating as indicated in the Application Requirements. The priorities are summarized below and appear again within the Application Requirements to assist those preparing applications to respond appropriately.

a. Federal Priorities

- 1) Demonstration that the area to be served by the program has a high percentage or a large number of children and families who are in need of such services.**

High need is demonstrated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, victims of domestic violence, or a high number or percentage of parents who are receiving assistance under a State program funded under part A of title IV of the Social Security Act or other need-related indicators, including a high percentage of children to be served by the program who reside in a school attendance area eligible for participation in Part A of Title 1 of the Improving America's Schools Act

- 2) Be located in areas designated as a Federal empowerment zone or enterprise community.** (There are only 2 urban federal empowerment zones in Iowa. These are **not** the same as Iowa Empowerment Areas)

b. State Priority

- 1) Build on existing services on a first dollar basis, avoiding supplanting.**

The emphasis in the Even Start law on collaboration among local agencies and community groups and on making maximum use of existing services is strongly endorsed by the Iowa Department of Education. In addition, the Department also places a priority on programming which recognizes the need for both program stability and continuity of services for young children and families. Since these two concepts may conflict in practice, a strong Even Start application will propose services which are collaborative, reflect continuity, and resolve potential conflicts between these attributes of high quality services.

Even Start blends early care and education, adult education, parenting education, and opportunities for parent/child interaction. Communities will have varying levels of services in these three components already present in their area. The Even Start program should not propose a duplication of existing community preschool services, but rather seek to strengthen and extend existing services. This approach will lead to a greater likelihood that the Even Start program will continue after the federal funding is exhausted.

For example, a community may have a Head Start program or strong community child care programs. An Even Start application should seek to build on these programs to serve more families rather than to establish parallel services. Likewise, many communities have highly developed services for adult learners. In such communities, Even Start should build upon this service system, with special emphasis on serving eligible adults from especially needy or hard-to-reach population groups.

Funds and/or services provided in the Even Start program which are provided through any other state or federal program may count toward meeting the in-kind share of the Even Start program, in addition to local sources. The applicant should take care to explain in the application how the Even Start funding is being used to expand access to, and not to supplant, services.

2) Provide services of sufficient duration and intensity to assure that high outcomes are achieved for both participating children and their parents.

The results of the national Even Start evaluations to date make it clear that Even Start is not successful in programs which do not structure intensive engagement with participating families. These findings are consistent with other research on early childhood and parenting education programs.

C. APPLICATION REQUIREMENTS

Each proposal must contain the sections described below. Please arrange the proposal in the order shown below and enumerate the various sections of the Application Narrative as shown in the outline.

Applications which are poorly organized and which depart from this format are less favorably received by a review committee. Experience with review committees also suggests that applicants should pay particular attention to accuracy in budgets and the mechanics of writing.

All applicants should read the federal guidance for Even Start, which is available at:

<http://www.ed.gov/legislation/ESEA02/pg6.html>

1. Application Form

Each proposal shall contain a completed and signed application form. A brief description of the project must be included in the space provided. The fiscal agent must be specified.

2. Statement of Assurances and Partner Information

Applicants will be required to sign the Statement of Program Assurances Form P.

3. Application Narrative

Before preparing the application narrative, applicants should read carefully the Even Start programmatic requirements in the Even Start law. A copy is enclosed with the Application Packet. The narrative should be presented in the sequence shown below. The point system and criteria which will be used in reviewing and scoring the proposals are identified with each component of the narrative in bold type between **(brackets)**.

The Application Narrative is limited to no more than 25 single-spaced typed pages (one side, double spaced, 12 pt. font only). Successful applications generally meet this page limit. Information listed in "Required Attachments" should be appended to the narrative and need not be counted as part of the 25 pages. The narrative shall include the following:

A. Need for Project	10 Points
B. Degree of Cooperation & Coordination	30 Points
C. Plan of Operation – Activities and Services	40 Points
D. Evaluation and Continuous Improvement	10 Points
E. Budget	10 Points
Total Points Possible	100 Points

Application Narrative – Sections A, B, C, D

A. Need for the Project – 10 Points

The application should demonstrate that the area to be served has a high percentage or large number of children and parents in need of Even Start services. The need for Even Start services must be shown by demonstrating the following:

- 1) High levels of poverty, illiteracy, unemployment, limited English proficiency, victims of domestic violence, or a high number or percentage of parents who are receiving assistance under a State program funded under part A of title IV of the Social Security Act or other need-related indicators. High levels of need may be shown by comparison with other areas of the state.
 - 2) The unavailability of comprehensive family literacy services or programs for the target population. If similar programs serve the same population, applicants may provide evidence of waiting lists or other indicators that local demand exceeds the ability of those programs to meet the needs.
 - 3) Location of the project or the delivery of project services within areas designated as Federal empowerment zones or enterprise communities (not Iowa empowerment areas).
- Section A. will be scored on the applicant's success in demonstrating need for the project (10 points total)**

B. Degree of Cooperation and Coordination – 30 Points

The application should demonstrate the extent to which cooperation and coordination will take place in all phases of the proposed project among a variety of high quality service providers, including Title 1, Head Start, Early Head Start, the Adult Education Act, the Individuals with Disabilities Education Act, the Job Training Partnership Act, volunteer literacy programs, and other relevant programs. The following considerations strengthen an application:

- 1) The proposal describes a survey or overview of all relevant providers and demonstrates full awareness of similar and related services, including State and locally funded programs, being provided to eligible children and adults **(5 points)**;
- 2) The proposal includes copies of firm signed agreements (not simply letters of support) among applicant partners and various providers for specific cooperative activities. The agreement shall specify the services to be provided by the partners and specify the fiscal agent **(10 points)**; The plan of operation (Section C) shall include specific provisions for additional cooperative efforts with other service providers, including State and locally funded providers, throughout the duration of the project period, including provision, as needed, for the transition of children out of Even Start into kindergarten or other programs and adults into other service programs such as job training and employment and;
- 4) The application demonstrates that services offered by the applicant will build upon, but not duplicate, those already being provided to project participants by the applicant or other service providers. In communities having a local Head Start program, the partnership must include Head Start as one of the partners. **(15 points)**.

Section B. will be scored on the applicant's success in demonstrating a high level of cooperation and coordination (30 total points).

C. Plan of Operation – Items 1 through 7 – 40 Points.

The proposal should describe a family-centered education program that promotes family literacy service to participating parents; train parents to support the educational growth of their children, and prepare children for success in regular school programs (see definition of family literacy on page 7). The application must contain the sections described below.

Applicants should review the Iowa Indicators of Quality for Programs, Children, Families and Adults and align the local plan to the meet the required state indicators.

- 1) Objectives:** Contain clear, attainable, measurable objectives, strategies to meet such objectives, and a plan of operation and continuous improvement against which the progress and success of the project will be measured **(5 points)**.
- 2) Program Description:** Provide a description of the activities and services that will be provided under the program including a description of how the program will incorporate all 15 of the program elements specified in Section 1235 of the Even Start law. Describe how the project is based on sound research in the areas of early childhood education, adult literacy, and parenting education. The plan should describe how services for children will encompass at least a three-year age range which may begin at birth and how practices will encourage participants to remain in the project for a time sufficient to meet the program's purpose **(5 points)**.
- 3) Responsibilities and Qualifications of Personnel:** Designate responsibilities to specific personnel who are qualified to administer and implement the project and plan for the provision of special training necessary to prepare staff for the program **(5 points)**. The training described should enable staff to work from a family-centered perspective with parents and in a culturally and developmentally appropriate manner with young children in the full range of services offered through Even Start. The plan for training may include staff in all cooperating programs and the early care and education community at large. The following applies to Even Start staff paid, in whole or in part, with federal Even Start funds:
 - Program staff hired to provide instruction to pre-kindergarten children in a center-based or a home-based setting shall hold a valid Iowa teaching Certificate and endorsement in Early Childhood Education.
 - A person employed as a parent educator who is not involved working directly with children will have participated in a parent education training program and hold a valid Iowa Teaching Certificate endorsed in at least one of the following: Early Childhood Education, Early Childhood Special Education, Vocational or Home Economics or have a bachelors level degree in Human Development, Social Work, Nursing or a related field.
 - Paraprofessionals assigned to work as a member of a teaching team will have a high school diploma or its recognized equivalent and be required to participate in ongoing training in early childhood development, working with families, and adult education as appropriate.
 - If the majority of children use a common language other than spoken English, at least one teacher or paraprofessional who uses such language will be available as an active participant to communicate with children. Where only a few children speak a language different from the rest, one staff member or community resource person or parent speaking that language will be available at the site as a participant.
 - The individual responsible for administration of family literacy services will have training in the operation of a family literacy program.

Existing programs shall no later than December 21, 2004, ensure that a majority of the individuals providing academic instruction shall have the above named qualifications.

Attach documentation to demonstrate that the applicant has the qualified personnel required. Include proposed job descriptions and/or resumes of staff currently employed who will be participating in the Even Start project. Include staff who will develop, administer, and implement the project and who will provide special training necessary to prepare staff for the project. This material may be appended to the Application Narrative and need not be counted as part of the recommended 25-page limit.

- 4) Population to Be Served:** Provide a description of the population to be served and an estimate of the number of participants to be served (**5 points**). Include a description of the methods that will be used to accomplish the following:
- a) Reach the Families Most in Need.** A description of the methods which will be used to ensure that the project will serve those eligible participants most in need of the Even Start activities and services as indicated by a low level of income, victims of domestic violence, or a high number or percentage of parents who are receiving assistance under a State program funded under part A of title IV of the Social Security Act, a low level of adult literacy or English proficiency, disabilities, teen parenthood and other needs-related indicators.
 - b) Identification and Recruitment.** Include a description of the processes that will be used to identify and recruit eligible children. Include a description of the outreach methods to be used to identify hard-to-reach families and those not currently associated with the school or other community agencies.
 - c) Selection Process.** Include a description of the process for prioritizing participants most in need of services.
- 5) Coordinated Program of Activities & Services:** Describe a coordinated program in early childhood education, adult literacy, and parenting education appropriate to the level of the children and parents to be served (**5 points**). This section should clearly describe how the services will look in terms of the program/service approach and include the following:
- a) Integration of Program Components.** A description of the proposed program approaches that support the integration of the components of Even Start (adult literacy, parenting education, parent/child interaction, and early childhood education). Even Start should not be a collection of separate efforts, but rather organized so that parents and children can be and work together. Programs shall include reading and language readiness activities for preschool children based on scientifically based reading research, to the extent possible, to ensure that children enter school eager to learn to read.
 - b) Integration of Required Home-Based Services.** A description of how home-based services may be integrated into the overall program. (The statute requires the "provision of and monitoring of integrated instructional services to participating parents and children through home--based programs". Home-based programs can provide greater opportunity to tailor services to individual family needs in a more informal setting.)

- 6) Continuity of Services:** Describe a plan for continuity of services to improve and retain progress by providing continuous services through the summer months, and/or serving participants, as needed, for the full period of their eligibility **(5 points)**. Include a description of how support services will be provided (when unavailable from other sources) appropriate to the participant's work and other responsibilities. Include consideration of:
- Scheduling and location of services to allow joint participation by parents and children;
 - Operating on a year-round basis, including the provision of some services during summer months;
 - Scheduling the children's care and education to include the period that parents are involved in the Even Start project; and,
 - Developing and supporting transition plans for families and children for their educational progress, especially information about and to local school districts;
 - Providing transportation, when necessary, to enable parents and their children to participate in the Even Start project.
- 7) Establishment of Program Effectiveness:** Provide objective evidence, including quantitative data on the educational and related outcomes of the program, that the applicant, or its collaborating local education agency has had past success in operating a literacy program, an adult education program, an early childhood education program, or a parenting education program; **AND/OR** provide a description of the specific family literacy model that the applicant proposes to implement (including quantitative data on the model's effectiveness), information supporting the applicability of the model to the local site, and a detailed description of how the model will be implemented in the proposed project **(10 points)**.

Section C. will be scored on the proposal's likelihood of success in meeting Even Start goals (40 total points). Providing services of sufficient duration and intensity to assure that high outcomes are achieved for both participating children and their parents is one of the State Priorities.

D. Program Evaluation and Continuous Improvement – 10 Points

State Evaluation

The federal Even Start law now requires each state to develop indicators of program quality for adults and children based on the best available research and evaluation data.

The indicators are to be used to monitor, evaluate and use the data to improve programs. Accordingly, a common evaluation process for Iowa Even Start programs has been developed to allow information to be collected and reported uniformly across all the programs and to allow for the summary of evaluation outcome data across programs. Each Iowa Even Start program is now required to use the evaluation instruments described below.

Iowa Even Start Indicators of Quality - Summary

Indicators of program quality have been developed in consultation with Iowa Even Start and other parenting education programs. Goals and Objectives have been developed to address outcomes in all four of the Even Start program areas: Adult Literacy, Parent Education and Parent/Child Interaction; Program Quality; and Child Learning and Developmental Outcomes.

Each Iowa Even Start program will track progress on the core set of state indicators in each of the components. Individual programs may develop additional objectives in order to reflect local program strategies.

Continuation funding of the initial grant award is dependent upon sufficient progress in each of the goal areas as documented by year-end reports and local evaluation.

Local Evaluation

All Even Start programs are also required to plan and conduct a local evaluation. A preliminary evaluation plan shall be included in the proposal. The plan will (at a minimum) agree to identify a qualified local evaluator within 60 days of the grant award.

The local evaluation plan should include: Preliminary timelines for collection of data regarding the Iowa Indicators of Quality; a budget that will support the required data collection about program and participant indicators to carry out a local evaluation.

Section D. will be scored on the applicant's commitment and plan to comply with the state and local evaluation using the required measures and Indicators of Quality. (10 total points).

Measures of Adult Education

Iowa Goal: Adults will increase their literacy levels, strengthen their networks of support, and work toward developing the academic, English language, life, and vocational skills necessary for achieving their personal goals and meeting their diverse needs.

Adult education and literacy and language acquisition will be measured by use of either the CASAS or TABE depending on whether the focus of the adult education program is Adult Basic Education or English as a second language. When new parents enroll in the adult literacy component of Even Start a pretest is to be completed. Follow-up post testing is to be conducted at least on an annual basis. In addition, programs need to document the data specified in the Iowa Indicators of Quality for Adults.

Measures of the Early Childhood Program Environment

Iowa Goal: Iowa Even Start programs will work to assist participants in improving their lives by offering educational opportunities for low-income families through a unified family literacy program that integrates early childhood, adult, and parenting education.

Since the quality of early childhood environments has been demonstrated to relate directly to the strength of child outcomes, the following instruments have been selected to measure early childhood program quality. These measures assess the quality of center-based programs for children either the infant/toddler age (ITERS) or preschool age (ECERS or Program Quality Measurement) or family childcare settings across age levels (FCCERS). The results may be used to develop plans for program

improvement. Another choice is to apply for the National Academy of Early Childhood Programs (NAECP) Self Study and Accreditation sponsored by the Council for Professional Recognition and NAEYC and receive accreditation in center based programs.

Each program shall identify one of these measures to evaluate the children's environments. These instruments are to be used in any setting in which prekindergarten-aged Even Start children are regularly enrolled.

- Early Childhood Environmental Rating Scale (ECERS) (Harms & Clifford 1980)
- Infant/Toddler Environmental Rating Scale (ITERS) (Harms, Cryer & Clifford, 1990)
- Family Child Care Environmental Rating Scale (FCCERS) (Harms & Clifford, 1990)
- Program Quality Assessment (High/Scope)
- NAECP Self Study and Accreditation

Measure of Child Assessment

Iowa Goal: Children will develop social, emotional, aesthetic and artistic, physical and intellectual skills along a developmental continuum and be involved in literacy activities designed to strengthen reading, writing, speaking, listening, and communicating to improve their chances of achieving success in school and life.

Iowa will adopt the Head Start Child Outcomes Framework augmented by additional federally required indicators for Child Learning and Developmental Outcomes. This framework is also available at: <http://www.hsnrc.org/hsnrc/CDI/pdfs/Outcomesbroch.pdf>

Each program will select one of the following tools for child assessment for pre-kindergarten children. Even Start children of kindergarten age and older will be assessed as a part of the local school district's child assessment program. Recommended tools for program planning and monitoring of pre-kindergarten child progress are:

- Child Observation Record (High/Scope) (preschool)
- Infant Toddler Child Observation Record
- Work Sampling System (preschool)
- Creative Curriculum Developmental Continuum for Three to Five Year-Olds and summary report

Programs should use an instrument to screen children as a part of their selection and enrollment process. Head Start programs are required to screen a child entering Head Start to identify any developmental, sensory (vision and hearing) and behavioral concerns. Even Start programs should follow the same procedure. The following instruments may be used for that purpose. (Note: Since these instruments are designed for the limited purpose of screening to determine need for further evaluation, it is not appropriate to use them to assess progress over time.)

- Ages and Stages (birth through preschool)
- 1st Step (preschool)
- Early Screening Inventory

Measures of Parent-Child Interaction or Family Outcomes

Iowa Goal: Families will participate in interactive activities that will strengthen literacy skills, will work toward strengthening connections with other families, the school, and the community, and will gain knowledge about family relationships including parenting skills.

The Iowa Even Start programs will use **The Familia Inventory** to document family literacy learning styles and interactions. The Inventory will be given twice a year.

Additional Evaluation Measures

Local Even Start programs will also use additional evaluation measures that include such things as child and family portfolios or family satisfaction surveys. The data or documentation guidelines are included in the State Indicators of Quality for Families.

Reporting on the state indicators in these areas will help program staff use the data gathered for program improvement. Local evaluators should be used to help program staff collect and evaluate the data and develop a plan to continue with program improvement. The grant application should state that the program's local evaluation will follow these state guidelines.

E. Budget – 10 Points

a. Budget Request

Each applicant will be required to complete a budget request on the form provided.

b. Budget Narrative.

In addition to completing the Budget Summary Form included in the Application Packet, all anticipated costs necessary to carry out the project must be fully explained in a **detailed budget narrative**. The budget must relate directly to the activities and staff identified in the proposal and should provide a rationale for the projected costs (e.g., how fringe benefits are derived). The budget should clearly indicate the portions to be supported through Even Start grant funds as well as in-kind funding or services provided by the applicant or collaborating agencies. Even Start funds may not be used for indirect costs of the program.

The Federal share of the total cost of the project may be no more than 90% in the first year of the project, 80% in the second year, 70% in the third year, and 60% in the fourth. For current projects re-competing for a second 4-year grant, the federal share may be no more than 50% of the total budget in Years 5-8 and 35% in years 9-12 and beyond. The local match may be provided in cash or in-kind, fairly evaluated, and may be obtained from any source.

Each applicant should budget \$3000 (minimum) for evaluation including expenditures related to the collection and aggregation of data for the project's required participation in the state evaluation, travel to state and national evaluation meetings, and collection and analysis of data for the required local and state evaluation.

Each applicant should budget an amount sufficient for travel to the state Even Start meetings held twice a year.

Section E will be scored on the applicant's success in demonstrating the reasonableness of the budget (10 total points). Reviewers will consider the extent to which: 1) costs are reasonable in relation to expected outcomes; 2) the applicant will make use of currently available resources such as facilities and equipment; and 3) the budget provides sufficient information to support the requested amount of funds.

CALCULATING FEDERAL AND LOCAL SHARE

Example 1:

In the first year of Federal funding, a project is responsible for providing at least 10 percent of the **total** cost of the project. To determine the minimum local share from the total cost of the proposed project, the total cost is multiplied by 10 percent. For example, if \$250,000 is the total cost of the project, that figure is multiplied by 10 percent to determine the minimum local share ($\$250,000 \times .10 = \$25,000$). The Federal share is then calculated by subtracting the local share from the total project cost ($\$250,000 - \$25,000 = \$225,000$).

If a project knows the Federal share amount rather than the total project cost and wishes to calculate the local share, it must first calculate the total project cost. For example, in the first year of a project, if the amount of Federal Even Start funds to be provided is \$225,000 and that amount will be 90 percent of the project, the project would calculate the total minimum project cost by dividing the Federal share by 90 percent (\$225,000 divided by .90 = \$250,000). The amount of the local share may then be determined by multiplying the resulting total project cost by 10 percent (\$250,000 x .10 = \$25,000). Thus, the project would be required to contribute \$25,000 with the remaining cost of \$225,000 being provided by Federal Even Start funds.

Example 2:

In the second year of Federal funding, a project is responsible for providing at least 20 percent of the **total** cost of the project. To determine the amount of the local share, a project must first determine the amount of Federal Even Start funds to be provided. For example, if \$275,000 is the amount of Federal Even Start funds to be provided, and is 80% of total project cost-----

- The total project cost in the second year is calculated as follows:
$$\$275,000 \div .80 = \$343,750 \qquad \text{Total cost of project} = \$343,750$$
- The local share (20% of total project cost) is calculated as follows:
$$\$343,750 \times .20 = \$68,750 \qquad \text{Local share} = \$68,750$$

The local share is the amount the project is required to contribute to the total cost of the project.

The source of the local share may be provided in cash, or in-kind that is fairly evaluated, and may be obtained from any source, including any Federal funds under Title I other than Even Start. If Title I, Part A (LEA Grants program) funds are used as part of the local cost share, however, those funds may only be used for Even Start children eligible for Part A services.

Under certain conditions, all or part of the local share requirement may be waived, in whole or in part, by the Secretary for an Indian tribe or tribal Organization, or migrant project, or by the SEA for any State-administered project. The project must demonstrate to the awarding agency's satisfaction that, due to the financial situation of the project and the lack of any other sources of funding, it would otherwise not be able to conduct its Even Start project or continue it at the level or quality previously maintained. The project must also negotiate an agreement with the awarding agency as to the amount of the required local share to which the waiver would be applicable.

Duration of a Project

A project's grant period may not exceed four years. See section 1238 of the Act. In awarding continuation sub-grants for a project, the SEA reviews the progress being made toward meeting the objectives of the program. If the SEA finds, after the first, second, or third year of a project, that a sub-grantee has not made sufficient progress, the SEA could request and approve revisions to the project, or after affording the sub-grantee notice and an opportunity for a hearing, refuse to make a continuation award to the sub-grantee for that project.

F. Required Attachments. (Should be appended to the Application Narrative and will not be counted as part of the recommended 25 single space page limit)

- a. Attach memoranda of agreement with cooperating agencies and other relevant letters of support. Letters/agreements which are not specific regarding the nature of the participation/support are not helpful in the review process.
- b. Attach documentation to demonstrate that the applicant has arranged for the services of an experienced evaluator to assist in the development of the applicant's local evaluation plan and to coordinate that plan with the required state evaluation.
- c. Provide documentation that the governing board(s) of the applicant(s) has/have approved the submission of this application by attaching copies of minutes describing the action.
- d. Applications submitted by non-school, non-profit community agencies (with the exception of Community Action Agencies) must be accompanied by a copy of the agency's approval of exemption from federal income tax under Section 501 (c) (3) of the Internal Revenue Code.

ADDITIONAL INFORMATION

Questions and requests for additional information should be directed to:

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Des Moines, Iowa 50319-0146
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Bibliography

The following brief list of resources is provided to provide research-based substantiation for the specifications in this Request for Proposals and to provide access to those preparing proposals to selected documents reflecting best practice in the field of early care and education family literacy and adult education.

Print Resources:

Barbara Bush Foundation for Family Literacy. (1989). First teachers. Washington, DC: Author.

Benjamin, L.A. & Lord, J. (Eds.) (1996). Family literacy: Directions in research and implications for practice. Washington, DC: Office of Educational Research and Improvement, US Department of Education

Bredenkamp, S. (Ed.). (1998). Accreditation criteria and procedures: position statement of the National Academy of Early Childhood Programs. Washington, DC: National Association for the Education of Young Children.

Bredenkamp, S. & Copple, C. (Eds.). (1997). Developmentally appropriate practices in early childhood programs (revised). Washington, DC: National Association for the Education of Young Children.

Brizius, J.A., & Foster, S.A. (1993). Generation to generation: Realizing the promise of family literacy. Ypsilanti, MI: High/Scope Educational Research Foundation.

Early Childhood Training Center. (1995). A community guide for parenting education. Lincoln, NE: Nebraska Department of Education.

Epstein, A.S., Lerner, M., & Halpern, R. (1995). A guide to developing community-based family support programs. Ypsilanti, MI: High/Scope Educational Research Foundation.

International Reading Association (IRA) & National Association for the Education of Young Children (NAEYC). (1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children. 53 (4), 30-46.

- National Association of State Boards of Education. (1991). Caring communities: Alexandria, VA: Author.
- National Association of State Boards of Education. (1988). Right from the start. Alexandria, VA: Author.
- National Center for Family Literacy. (1997). The family literacy answer book. Louisville, KY: Author.
- Nebraska and Iowa Departments of Education. (2001). The Primary Program: Growing and Learning in the Heartland, Second Edition Lincoln, NE: Nebraska Department of Education.
- Popp, R.J. (1991). Summary of research for the Kenan Trust Model Family Literacy programs. Louisville, KY: National Center for Family Literacy.
- Puchner, L. D. Family literacy in cultural context lessons from two case studies. Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania, 1997. (ED 412 376)
- United States Department of Education. (1998). National evaluation of the Even Start Family Literacy Program: 1994-1997 Final Report. Washington, DC: Authors.
- United States Department of Education, & United States Department of Health and Human Services. (1993). Together we can. Washington, DC: Authors.
- United States Department of Health and Human Services. (1991). Promoting family literacy through Head Start. Washington, DC: Author. (DHHS Publication No. (ACF) 91-31266)
- United States Department of Health and Human Services. (1996). Head Start performance standards (revised). Washington, DC: Author.

Web-based Resources for Even Start Family Literacy:

CASAS – Comprehensive Adult Student Assessment System- www.casas.org

National Center for Family Literacy - <http://www.famlit.org>

Even Start Guidance: <http://www.ed.gov/legislation/ESEA02/pg6.html>

Family Literacy Foundation - <http://www.read2kids.org/>

Family Literacy In Canada: Profiles of Effective Practices -
<http://www.nald.ca/fulltext/family/famlit/cover.htm>

Exploring Adult Literacy (online journal with articles on family literacy) -
<http://www.vcu.edu/eduweb/CRA/ealenter.html>

Head Start Bureau- www.acf.dhhs.gov/programs/hsb

Head Start Publications Management Center – <http://hskids-tmssc.org>

Head Start Child Outcomes Framework - <http://www.hsnrc.org/hsnrc/CDI/pdfs/Outcomesbroch.pdf>

National Institute for Literacy –<http://www.nifl.gov/>

National Parent Information Network- <http://www.npin.org/links.html>

Literacy Volunteers of America - <http://www.literacyvolunteers.org>

International Reading Association - <http://www.reading.org/>

Iowa Department of Education-Early Childhood - <http://www.state.ia.us/educate/programs/ecn/index>

AskERIC - <http://www.askeric.org/>

ERIC Clearinghouse on Reading, English and Communication - http://www.indiana.edu/~eric_rec/

Institute for the Study of Adult Literacy - http://www.ed.psu.edu/isal/nfrm_frontpage.html

National Center on Adult Literacy - <http://litserver.literacy.upenn.edu/>

North Central Regional Educational Laboratory - <http://www.ncrel.org/ncrel/>

U.S. Department of Education – <http://www.ed.gov/offices/OERI/ECI>

National Institute for Early Childhood Education and Research - <http://nieer.org/>

The Alliance for Parental Involvement in Education - <http://www.croton.com/allpie/>

The Midwest Equity Assistance Center (MEAC) - <http://meac.educ.ksu.edu>

Zero to Three: National Center for Infants, Toddlers and Families= <http://zerotothree.org>